

Exploring Educational Attainment in Racine, Wisconsin

A Report for the Racine County Workforce
Development Board Planning Committee

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Introduction:

The number of young people dropping out of high school in the United States has been called a national epidemic. Recent reports suggest that 30 percent of the country's students are not graduating with their class. The problem has led to higher unemployment, family strife, higher crime, and greater poverty. In Racine, Wisconsin, the issue of school attainment is just as significant. Evidence suggests that somewhere between 20 to 40 percent of Racine students are not graduating high school. Everyone from students to parents to community leaders are keenly aware of the problem, and many are feeling a strong need to more effectively address the issue.

The Racine County Workforce Development Board commissioned the University of Wisconsin – Parkside to study and evaluate the issue of low educational attainment rates among Racine residents 18-24 years of age. The impetus of the study came from a report from the executive director of the Racine County Economic Development Corporation to the Mayor of Racine. The report cited 2000 Census data that 36% of the city's population 18-24 years of age lacked a high school diploma. The actual number equates to 2,932 individuals not graduating out of a total of 8,081 for that age group.

UW - Parkside was asked to conduct research guided by three primary questions. The questions focused on the validity and meaning of the census statistics; the scope and reactions to the educational attainment situation in Racine and; the state of educational attainment research and programs in the country. An additional phase of research will look at a fourth question pertaining to whether current efforts in Racine are effectively addressing the educational attainment problem.

The three-month research effort to address the Workforce Development Board's questions involved the work of university faculty, students and a consultant. Together the researchers' work included a community survey, 13 focus groups, a literature review, investigative interviews, and a program search. This report summarizes the researchers' efforts.

Questions Answered:

Question 1: Is there additional information available that refutes, validates or further explains the 2000 United States Census data indicating 36% of 18-24 year olds in Racine, and 42% of males in that age group lack a high school diploma or GED?

Answer: The Census data is:

- Consistent with estimates from school counselors
- Higher than Racine Unified School District's published statistics
- Biased against lower income family variables like drop out rates
- Difficult to compare with other data because of varied definitions

Answer Explained: Through focus group discussions with community program leaders and high school counselors there was agreement that high school drop out rates in

Racine were likely as high as 40 percent. Figures cited in the 8th Comparative Analysis of the Racine Unified School District showed graduation rates in Racine in 2004 that were at 81.3 percent, and a national study of the Editorial Projects in Education Research Center said that graduation rates in Racine in 2003 were at 70.8 percent. Because actual statistics vary a great deal based on definitions of graduates and dropouts, it is difficult to precisely verify the Census findings. Still, based on conversations with Racine community members and statistical experts, it appears that published statistics are likely understating the dropout problem and that the Census information was an accurate reflection of the situation. Also telling is that Census data is known to be biased towards high-income families and tends to underreport low-income family data like dropout rates.

The Census data is explainable in so far as all segments of the Racine community are clearly seeing high school dropouts as a major issue. A demographic analysis of the Census indicates that educational attainment is associated with gender, race/ethnicity, and the income distribution of households in the census tract. Among 18-24 year olds in the City of Racine, 42% of the men but only 30% of the women had not graduated from high school in 2000. In the whole county, 26% of the whites, 40% of the African Americans, and 54% of Hispanics ages 18-24 had not graduated from high school. Ethnicity, gender, and income have a cumulative impact. In the lowest income census tract in the county, only 20% of the 18-24 year old African American men had a high school diploma in 2000. These rates of educational attainment have corresponding implications for job readiness.

Additional Observations: There is also a contextual framework that is relevant to note when considering the Census information. First, according to a study by the Manhattan Institute, the black-white dropout rate differential is higher in Wisconsin than any other state in the country. According to UW - Parkside Economist Norm Cloutier, “this differential is partly due to the exceptionally good job Wisconsin does in educating white kids, but it also speaks to the relatively poor job we do for black children.” Second, UW - Parkside Sociologist Pat Goldsmith points out that the high incarceration rate of African Americans skews the unemployment and school attainment race differential. Third, Cloutier concurs with Racine County Economic Development Corporation Executive Director Gordy Kacala that school attainment is critical to Racine’s long run labor market, but Cloutier asserts that student performance is also a key factor. Fourth, Goldsmith points out that the racial gap in school attainment is impacted by factors like curriculum tracking, peer mentoring inequalities, and a “stereotype threat” wherein minorities have a challenge of countering stereotypes that suggest minorities are low achievers. And fifth, the research literature suggests that poverty contributes to low educational attainment by increasing the risk of health problems, household instability, low school quality, and isolation from middle and upper class communities.

Question 2: What efforts exist in Racine, including those offered through schools, the workforce development system, and other community based programs, to address the problem of low high school attainment of 18-24 year olds?

Answer: Existing Racine efforts to address low educational attainment include:

- Schools (Gateway Technical College, UW -Parkside, high schools, middle schools, elementary schools, pre-schools)
- County Agencies (Workforce Development Center, Human Services, jails, police, parks, Professional Services Group)

- Nonprofits (Scouts, YMCA, Literacy Council, HALO)
- Community Centers
- Religious Organizations

Answer Explained: Currently schools (including pre-schools to colleges), county agencies, nonprofit organizations, community centers, and religious organizations are all involved in addressing school attainment in Racine. These entities host a wide variety of programs focused in areas such as personal skill building, mentoring, working with parents, connecting with role models, and computer activities. In a community survey, 36 schools and agencies self-identified as having goals to address educational attainment issues, and several more programs/agencies were identified by others (see Appendix A for lists).

In the survey, out of the 36 programs and schools focused on educational attainment, 67 percent said that they had a stated program goal of improving high school completion rates. The majority of the programs (78 percent) included ninth to twelfth graders as their target audience. Most of the programs (67 percent) had the average participant enrolled for multiple years, and more got their funding from private sources than any other source. Ethnic minorities and low-income young people were the primary populations that the programs served. When questioned about how they measured the impact of their programs, survey respondents pointed to school records, grades, attendance, standardized tests, reports from teachers and counselors, observations, and outcomes (e.g., completion rates, job placements, and college entrance results). (The survey tool is in Appendix B. A summary of survey results is in Appendix C.)

Program Effectiveness: While there are individual success stories, on the whole, there was recognition by focus group and survey respondents that Racine programs and schools are having difficulty addressing the problem of school attainment. In considering the effectiveness of existing programs, community respondents reflected that there has been:

- Poor collaboration and communication between programs
- Not enough attention on parents and systemic issues
- A comparative analysis report showing Racine as having the lowest educational attainment scores in the state when compared to like sized districts

While this poor performance has persisted over the years, some Racinians did note that the issue has started to improve over the last year and a half with the work of the Racine Truancy Committee.

Barriers to Success: When asked to identify the barriers to achieving successful programs, community respondents noted the following:

- Lack of a coordinated effort
- Poor school climate and teacher behavior
- Student bullying and violence
- Lack of creativity and flexibility in schools
- Racism and stereotyping
- Lack of parenting skills
- Lack of role models
- Lack of funding for schools, programs, day care

Causes of the Problem: Community members cited the following as causes of the Racine educational attainment problem:

- Youth are bored with school; not motivated
- Parents are not skilled at parenting causing a cycle/culture of drop outs
- Impediments to parental control (e.g., peer pressure, culture of violence in schools)
- Transient homes
- Schools/teachers are ineffective and overwhelmed; teachers mistreat students
- Poverty breeds unequal access to support
- Lack of role models
- Lack of consequences for bad behavior

Exploring the Problem: In thinking about the context of the school attainment problem, focus group members cited several factors at play. They noticed a lack of community support for school efforts and nonprofit program goals. They believed that the community has a poor opinion of the caliber of Racine schools, and that the students and parents are not valuing the school's role in their lives. There is also peer pressure that says "dropping out of school is okay," and in fact in some ethnic minority circles, those following along with school norms are given the pejorative term of "turning white."

Survey respondents and focus group participants explained that they thought lack of school attainment is complicated by various social, economic, cultural and resource factors. Many believe that the problem is a systems issue, with the whole family dynamic at play in a student's decision to leave school. Respondents felt that cultural and peer norms perpetuate the problem by creating an acceptance and even support for the notion of leaving school early. The respondents suggested that the Racine community does not value education on the whole, as evidenced by school referendum debates and discouraging media attention.

On the flip side, reflecting on what motivates students to stay in school, focus group participants said that the prospect of securing a job or earning more income is a primary factor. Participants also talked about the prospects of becoming a role model and/or the ability to leave Racine as key reasons for staying in school. Some students commented that they were staying in school just to make a parent or loved one proud. (Focus group questions are in Appendix D. An executive summary of the focus group analysis is in Appendix E.)

Ways To Solve The Problem:

Community members say there are a variety of ways to solve the problem of low school attainment. First and foremost, service providers commented that Racine must have a more coordinated and unified effort in addressing the issue. They feel that too much of the time programs and schools are not working collaboratively, and the community is not aware of all of the different efforts taking place. Additional problem solving strategies identified included:

- Coordinate and unify efforts
- Improve academics, flexibility and school ratios
- Early interventions and parenting skills
- Focus services on poor and minorities
- Connect programs to job placement
- Publicize existing programs

- Enforce stricter sanctions
- Provide vocational alternative to high school
- Focus on prevention, skill building
- Take students' concerns seriously
- Remove problem students
- Increase involvement in extracurricular activity

Programs Absent: When asked in the community survey about what specific programs are currently absent from Racine in addressing low educational attainment, the responses were many and varied. They included:

- Child care in high schools
- Early childhood learning programs
- Parenting classes/support groups
- Pregnancy prevention courses
- Truancy court or truancy panels
- Reading enhancement
- Support for parents of transient kids
- Mentoring programs
- Tech schools
- After school homework assistance
- Teen drop in center (recreational)
- Career orientated programs

Participants in the focus groups concurred with much of what the survey respondents noted, and particularly highlighted the need to look at a whole integrated system of responses to the educational attainment challenge.

Question 3: What efforts have been undertaken elsewhere in the country to address problems of low educational attainment rates of individuals?

Answer: Programs in other parts of the country include:

- Mentoring, tutoring, & alternative schooling
- Early intervention
- Improving instruction
- System strengthening

Programs are designed in response to a body of research which includes:

- Research on causality
- Outcomes research
- Studies of risk factors

Answer Explained: The research literature is clear that there is no magic formula for improving educational attainment. Many programs focus on students identified as at risk by adding more intensive instruction and connecting the students with caring adults, or offering non-traditional methods of instruction. Mentoring, tutoring, and alternative schools are examples of this. Identifying those at risk as early as possible in order to provide comprehensive services to the student, the family, and the learning environment is becoming an increasing focus.

The research literature is clear that tacking programs onto schools with weak resources and teaching doesn't work. The insight of some of the survey respondents that systemic

improvement is needed has support in the literature. A critical view of the classroom and even the whole system is called for. System wide change might include insuring that staff and resources are both adequate and equitably allocated across schools, that schools are small enough, and that students from low income families are not segregated from middle class students. A campus climate which respects all students and promotes the value of education is vital.

Increasing educational attainment requires:

- Orderly, safe, well disciplined, culturally and diversity-sensitive, small schools with highly qualified teachers and involved parents.
- A system to identify students who are slipping early, and to intervene to work with the school, family, and community to counteract the problem wherever it is.
- A variety of academic and extra-curricular programs which provide students with both multiple connections to school and challenges in their areas of interest.
- A caring school community in which each student has a relationship with an adult who recognizes and appreciates that student's potential.

How to Evaluate Programs

Measuring the success of programs calls for:

- The use of high quality research methods
- Random assignment into test and control groups
- Both quantitative and qualitative analysis
- Replication in multiple locations
- Standard outcome variables
- Use of the best methods feasible

The ideal method for assessing the value of programs is to randomly assign students to a program and compare the educational outcomes of students who complete the program to the outcomes of similar students who were randomly not assigned. Both quantitative data – to provide statistical validity – and qualitative data – to provide insights regarding how the program works -- are valuable. The evaluation should be replicated in different locations to help insure that the reasons for differences found are understood. Outcomes compared might include high school completion, school attendance, standardized test scores, educational attainment at a later age, and student satisfaction with the program.

Ideal methods are not always possible, but conducting the best research possible with the resources available is better than doing nothing.

Model Programs

Adequate program assessment has been rare. Two targeted programs: Check & Connect and Advancement Via Individual Determination (AVID) have been adequately evaluated, and there is strong evidence of their effectiveness and one or both could be part of a larger strategy. "Check & Connect" is a program developed at the University of Minnesota in which students identified as at risk in 7th grade are assigned a professional mentor who meets with the student each week, monitors the students academic work, discusses goals with the student, and develops a relationship with the student. Potential problems are identified early and dealt with aggressively. "AVID" is a program originally

developed by the California Department of Education in conjunction with several universities. AVID couples a rigorous academic program with a class on study skills, career planning, and college planning for students who are considered economically disadvantaged and mid-level academic performers.

In addition, another program of note is the National League of Cities' KIT for Reengaging Disconnected Youth. The National League of Cities is an organization devoted to strengthening and promoting cities as "centers of opportunity, leadership, and governance." The "kit" provides an outline for strategic change involving many parts of the community to improve educational attainment.

There are a variety of foundations and governmental resources that can provide support for educational attainment programs. A list of potential national and regional funders for Racine programs is provided in Appendix F. A list of "experts" in the educational attainment field is provided in Appendix G. A complete literature review and program search will be provided in a separate document. (The University of Wisconsin – Parkside students who contributed to this report are listed in Appendix H.)

Observations & Next Steps

In considering this research report as a whole, clearly there were some limitations to the work. One issue was that the topic of educational attainment seemed to be a fairly nebulous area. There are many different perceptions of what counts as educational attainment programming, and some program providers do not consider their academic achievement activities to be related to helping students complete school. Another limitation was that the survey and focus groups did not necessarily represent a random sampling of the Racine community, however, it does appear that they were fairly representative. And lastly, it was difficult for researchers to get a great deal of feedback from dropouts themselves. Gateway adult students and jail inmates did represent segments of the drop out population, but it was questionable as to what extent they were representative.

There is no doubt that the issue of low educational attainment is of significant interest to the Racine community. Many segments of the community were eager to talk about the problem and there was no shortage of opinions about what action to take. If nothing else, there was much agreement that Racine programs are not currently working collaboratively, and that there needs to be a more unified approach to the issue. It was also evident that there are varying statistics that address educational attainment in Racine, but there was no one definitive statistic that was generally agreed upon. It will be difficult to know what sort of progress Racine makes towards improving educational attainment if there is no meaningful baseline from which to measure results. Community members also acknowledged that the topic is complex and needs to be responsive to varied perspectives. Both the literature review and local comments concurred that programs must focus on the racial and economic inequalities of the issue. Lastly, it was apparent that the issue of low educational attainment is very much a national problem, and possible local responses would do well to take into account the national context.

The next step in this project will be to address the Racine Workforce Development Planning Committee Board's fourth series of questions: Are current efforts in Racine County effectively addressing this problem? Is the impact of existing efforts on the next census predictable? Are there ways to improve the effectiveness of existing initiatives? What is the cost of effective initiatives and what are the associated measurable benchmarks for improvement? Are there new or different initiatives that should be

undertaken? What efforts can be undertaken to maximize Racine County's efforts to increase attainment levels of 18-24 year olds in Racine when measured in 2010?

Appendix A

Racine Agencies, Churches & Schools That Address Educational Issues Self Identified

- 1) Bethany Apartments
- 2) Casa Cesar Chavez
- 3) Child Care Resource 7 referral Services of Greater Racine & Kenosha, Inc.
- 4) Cops "N Kids Reading Center, Inc.
- 5) Faith Community Church
- 6) Family Services of Racine
- 7) Girl Scouts of Racine County, Inc.
- 8) Human Services Department
- 9) J I Case HS
- 10) Jail Chaplaincy of Racine County
- 11) Karcher Middle School
- 12) Lade House Health & Learning Center
- 13) Lutheran High School
- 14) Messiah Lutheran Church
- 15) NAMI Racine
- 16) Parks, Recreation and Cultural Services
- 17) People Helping People
- 18) Professional Psychological Services SC
- 19) Professional Services Group
- 20) Psychiatric Services
- 21) Racine Arts Council
- 22) Racine County Child Support Dept.
- 23) Racine County Workforce Development Center
- 24) Racine Family Literacy
- 25) Racine Family YMCA
- 26) Racine Montessori School
- 27) Racine Police Association
- 28) RAMAC
- 29) Horlick High School
- 30) St. Catherine's High School
- 31) The Growing Place Day Care Center
- 32) Washington Park High School
- 33) Youth Connections
- 34) Halo

Appendix A

Racine Agencies, Churches & Schools That Address Educational Issues Identified by Others

1. Youth Academy
2. San Juan Diego Middle School
3. Ophelia Project
4. Human Services Department
5. 21st Century
6. Lighted Schoolhouse
7. YMCA
8. Johnson Foundation
9. County/City Services
10. Mack Center
11. Walden School
12. REAL School
13. UW- Extension
14. Love, Inc.
15. Gateway Tech College
16. Emmaus Lutheran
17. Racine Literacy Council
18. Cops and Kids Program
19. Racine Public Library
20. John Bryant Center
21. Mt. Pleasant Lutheran Church
22. Racine Interfaith Coalition
23. Safe Haven
24. Elizabeth Erven with the homeless population
25. The George Bray Center
26. Professional Services Group
27. Racine Unified School District
28. Workforce Development Center
29. The Arc
30. Children Come First
31. Racine County-HSD Juvenile Detention
32. OIC of Racine Milwaukee Area
33. Algebra Project
34. Big Brothers / Big Sisters
35. SC Johnson and JohnsonDiversity
36. Dr. Stella Young
37. Judge John Judd
38. Pre-College Programs at Parkside
39. Scouts
40. Court system
41. FOCUS



Racine Truancy Committee and Workforce Development Committee
 c/o Sustainable Racine, 413 Main Street, Racine, WI 53403
 Ph: 262-632-6440 Fax: 262-632-6408
aaron@sustainable Racine.org or mgesner@aol.com

May 25, 2007

Dear Community Leader:

We are writing to you today to enlist your input about two vital issues facing Racine. **Educational attainment** and **truancy** are matters that are severely impacting the healthy development of Racine's youth, and they are in turn concerns that are affecting the fabric of our community's economic, social, and cultural well being. As fellow community leaders we are determined to help address these issues in a thoughtful way and we need your feedback in order to take appropriate next steps.

Specifically, we would like to enlist your help by asking you to fill out an important **survey**. The survey poses questions about your agency's services in the areas of educational attainment and truancy, and provides an opportunity for you to share your viewpoints as to what else our community could be doing to address these issues. The survey has 45 questions and takes approximately 20 minutes to complete. For your convenience you can either fill out the attached survey and send it back in the enclosed envelope, or you can fill out the survey electronically by going to www.sustainable Racine.org/Survey. Please return the survey by Tuesday, June 20, 2006.

As sponsors of this survey, we are a group of community agencies that have come together to try and address these issues. The issue of educational attainment is a particularly important topic at The Racine Workforce Development Center where we see the correlation between completing school and finding a job. The issue of truancy has already been the focus of two Racine truancy summits, where a number of area leaders have made it a joint effort to combat truancy in our community.

While we hope you will take the time to fill out this survey and share your work and knowledge about these two issues, please know that your involvement in this research is entirely voluntary. Your answers will be kept confidential by our research team, and your information will be shared with others only as summary statistics and quotes. If you have questions or concerns about this survey you can contact Aaron Hertzberg (262-632-6440/aaron@sustainable Racine.org) or Mark Gesner (mgesner@aol.com).

Thank you for your work in the Racine community.

Sincerely,

Michael Batten
 Racine Workforce Development
 Center Board Chair

Scott Lewis
 Racine Truancy Committee

- Committee Representatives include:**
- City of Racine
 - Opportunities Industrialization Center of Racine County
 - Racine Area Manufacturers and Commerce
 - Racine County Human Services
 - Racine Gateway Technical College
 - Racine Family YMCA
 - Racine Unified School District
 - S.A.F.E. Haven
 - SC Johnson
 - Sustainable Racine
 - United Way of Racine County
 - University of Wisconsin-Parkside
 - YWCA of Racine
 - Workforce Development Board



Educational Attainment/ Truancy Survey

Sponsored by the Racine Workforce Development Board
and the Racine Truancy Committee

(This survey can also be filled out electronically by going to www.sustainable Racine.org/Survey)

1. Demographics

1. Name of organization _____

2. Name of the person completing survey _____

3. Phone number _____

4. Street Address _____

5. City, State, Zip _____

6. Email address _____

7. How long has your organization been providing services in the area? _____

2. Educational Attainment Programs

Educational Attainment is the highest level of school completed or highest degree received. In this survey, we consider educational attainment as it relates to high school completion.

8. Do any of the services/programs offered by your organization have the goal of increasing high school completion rates among 12-24 year olds in Racine County (middle school and beyond)?

Yes

No

9. Is high school completion among young people a stated goal of your programs or initiatives?

Yes

No

10. Do you believe academic success leading to high school completion is an unstated benefit of your programs or initiatives?

Yes

No

(Please turn page over to other side)

3. Program Characteristics

Questions 11 to 24 refer to your organization's programs which are meant to increase school completion.

11. What are the components of your program which affect academic success leading to high school graduation?

- Mentoring
- Tutoring
- Homework help
- Artistic expression
- Personal skill building
- Providing rewards for academic success
- Work with parents of students
- Contact with role models
- Athletic activities
- Computer access or computer activities
- Team building
- Motivational speeches
- Religious activities
- Other (please specify)

12. What age range(s) do your programs designed to increase school completion target?

- | | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Preschool-
Kindergarten | 1st-5th
grade | 6th-8th
grade | 9th-12th
grade | Post high
school |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. How long is the average participant enrolled these programs?

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Less than one
week | 1 week – 1
month | 1 month – 6
months | 6 months – 1
year | Multi-year |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. When do these programs operate?

- | | | | | |
|--------------------------|--------------------------|-----------------------------------|----------------------------|--------------------------|
| Before
school | During
School | After
school
(until
5pm) | Evening
(after 5
pm) | Summer |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

15. How many young people are served each year by these school completion oriented programs?

Less than 20



20-50



51-100



101-200



More than 200



16. On average, how many hours per month is each participant involved in these school completion oriented programs?

Less than 5



5-10



11-20



More than 20



17. Are educational attainment services provided at your organization's location?

Yes



No



18. Does your organization offer services to increase educational attainment at other locations?

Yes



No



19. Check any populations that your programs designed to increase school completion serve.

Low income



Juvenile Delinquents



Special Education Students



Academically at Risk



Ethnic Minorities



20. Check any funding sources that support your educational attainment programs.

United Way



City



County



State



Federal



Other Private



21. Check the approximate amount your organization spends each year on programs designed to increase school completion.

Less than \$25,000



\$25,000-\$50,000



\$50,001-\$100,000



Over \$100,000



(Please turn page over to other side)

4. Program Evaluation

22. Please list any program(s) that specifically measure the impact on participants' educational attainment.

23. How do you measure your program's impact on participants' educational attainment?

24. Is your organization willing to make the evaluation data available?

Yes

No

5. High School Completion Rates in the Racine Community

25. How well are problems related to high school completion rates being addressed in Racine County?

26. Please list any organizations or individuals, other than you or your organization, who address educational attainment in Racine County.

27. What programs are currently absent from Racine County that could be created to improve the rate of high school completion?

28. Who should take primary responsibility for providing opportunities to young people who are not attending school?

- Young people themselves
- Parents
- The school system
- The technical college system
- Governmental agencies
- Nonprofit Institutions
- Religious Institutions
- Other (please specify)

29. What does Racine need to do most to decrease our drop out rate?

(Please turn page over to other side)

6. Truancy Abatement Programs

30. Do any of the services/programs offered by your organization impact truancy among 12-24 year olds in Racine County (middle school and beyond)?

Yes



No



31. Please list any program(s) that specifically measure the impact on participant truancy rates.

32. Is your organization willing to make the evaluation data available?

Yes



No



7. Truancy Abatement Program Characteristics

33. To what age range(s) does your organization provide truancy programs?

Preschool-
Kindergarten



1st-5th
grade



6th-8th
grade



9th-12th
grade



Post-high
school



34. How long is the average participant enrolled in your truancy programs?

Less than one
week



1 week – 1
month



1 month – 6
months



6 months – 1
year



Multi-year



35. When do your truancy programs operate?

Before
school



During
School



After
school
(until
5pm)



Evening
(after 5
pm)



Summer



36. How many young people are served each year by your truancy programs?

Less than 20

20-50

51-100

101-200

More than 200

37. On average, how many hours per month is each participant involved in your truancy programs?

Less than 5

5-10

11-20

More than 20

38. Are truancy programs provided at your organization's location?

Yes

No

39. Are truancy programs provided at other locations?

Yes

No

40. Check any populations that your truancy programs primarily serve.

Low income

Juvenile delinquents

Special Education Students

Academically at risk

Ethnic Minorities

41. Check any funding sources that support your truancy programs.

United Way

City

County

State

Federal

Other Private

42. Check the approximate amount your organization spends on truancy programs each year.

Less than \$25,000

\$25,000-\$50,000

\$50,001-\$100,000

Over \$100,000

(Please turn page over to other side)

8. Truancy in the Community

43. Do you have any comments regarding how truancy efforts are being addressed in Racine County?

44. Please list any other organizations or individuals who address truancy in Racine County.

45. What programs are currently absent from Racine County that could be created to reduce truancy?

Appendix C

Survey Summary

Survey Scope

- 400 Surveys were sent out (one third by e-mail)
- 70 Surveys were completed
- 36 (51%) of Survey Respondents indicated that their organization had the goal of increasing high school completion rates among 12-24 year olds in Racine County

Program Goals of Respondents Focused on High School Completion

- 67% have high school completion as a stated goal of their program
- 81% believe academic success leading to high school completion is an unstated benefit of their program.

Program Characteristics of Respondents Focused on High School Completion

- “Personal Skill Building” is the most common component of programs that affect academic success. Mentoring, Working with Parents of Students, Contact with Role Models, and Computer Activities are also common components.
- In 67% of the programs, the average participant is enrolled for multiple years. It’s far less common for the participant to be enrolled for only weeks or months at a time.
- Most programs (over 60%) operate during school, right after school, and/or in the summer.
- 39% of the programs serve more than 200 young people.
- 36% of the programs have young people involved in activities for more than 20 hours a month.
- 53% of programs are offered at the organization’s prime location; 53% of the programs also offer services at other locations.
- Ethnic Minorities and low income young people are the two primary populations that the programs strive to serve.
- The majority of programs (78%) include ninth to twelfth graders as their target audience for their educational attainment programs. A significant number (24%) of programs begin targeting their services with children as early as preschool to kindergarten.

Funding Issues for Respondents Focused on High School Completion

- 58% of the organizations get their funding from private sources – a more common funding source than United Way, City, County, State, or Federal funding.
- 33% of the programs spend over \$100,000 on educational attainment programs; 33% of the programs spend less than \$25,000 on their educational attainment programs.

Other

- Organizations believe that parents, the school system, and the young people themselves should take responsibility for providing opportunities to young people who are not in school – more so than nonprofits, government, or religious organizations.

Appendix D

Educational Attainment Focus Group Questions

Participants: Service Providers, Business Leaders, Law Enforcement and RUSD Faculty & Staff

- 1) In general, do you see a problem with young people graduating from high school in Racine? If so, why do you think this problem exists? If not, have you heard that certain people think this is a problem? Why do you think they think that?
- 2) What programs in Racine County exist that can address this problem and/or that encourage young people to get more education and training?
- 3) What strategies are most effective in addressing the problem of low educational attainment?
- 4) Is enhanced educational attainment for young people a stated goal of your programs/initiatives? If yes, how is it stated? If no, is educational attainment an unstated or potential benefit of your programs/initiatives? How so?
- 5) What groups does your programs target? Who receives your services aimed at enhanced educational attainment?

PROBE: age, eligibility requirements, defining characteristics of target population

- 6) How do you measure the effectiveness of your program(s) which target high school graduation rates? How do you know if you have achieved your goals?
- 7) If funding were not a concern, what program would you like to see created in Racine to address educational attainment issues?
- 8) Do you think the problem of educational attainment has an impact on individuals' ability to find employment? If so, what is the correlation?
- 9) Do you have any comments regarding how educational attainment issues are being addressed in Racine?
- 10) Anything else you want to say about this issue?

Participants: Adult Students, Parents, Community Members

- 1) What level of schooling did you/your child reach – or do you hope your child will reach?
- 2) What challenges/problems did you/your child have in making it through school?
- 3) Why did you/your child drop out of school?
- 4) Did you/your child participate in any programs that helped you/your child continue in school? What were the programs and how were they helpful?
- 5) How did you find out about this program(s)?
- 6) What sort of support or changes in school would have helped keep you/your child in school?
- 7) Do you think you/your child's level of schooling will impact your/his/her ability to get a job?
- 8) How would you help people stay in school? What sort of programs would you create or how would you change school?
- 9) What's the hardest thing about staying in school?

Appendix E

EXPLORING SCHOOL ATTAINMENT IN RACINE, WISCONSIN FOCUS GROUP ANALYSIS EXECUTIVE SUMMARY

This analysis is based on transcripts from thirteen focus groups, with these target audiences:

- Counselors from Case and Horlick High Schools
- Instructors in Gateway Technical College's Adult Basic Education Program
- At Risk Youth from Case High School, Racine YMCA, and Professional Services Truancy Program
- Parents of At Risk Youth (the majority of them also high school drop-outs themselves) from Gateway's Adult Basic Education class at Racine Workforce Development Center and the Afternoon Reporting Center
- Community Program Leaders
- Business Leaders
- Police
- Adult male prisoners, high school dropouts themselves

Each focus group was tape-recorded and then fully transcribed for analysis.

Material in the transcripts was sorted into the following categories:

- Definition of the Problem
- Context of the Problem – Conditioning Aspects of the Situation
- Causes of the Problem
- Solutions to the Problem
 - Motivations for Students
 - Programs that Work
 - Programs that Do Not Seem to Be Effective
 - Barriers to Helping
 - Programs that Are Needed

The analysis looked for differences and commonalities between groups in perceptions of these issues.

DEFINITION AND SCOPE OF THE PROBLEM

All groups believed that “We have way too many kids dropped out of school” (Parent of At Risk Student – Gateway Student).

One of the prisoners said “Seems like everybody I know makes it to about the 10th grade.”

When asked if they thought there was a problem with educational attainment in Racine all groups framed/defined the problem as one of “high school drop-outs.”

All groups focused on the fact that there were “too many “kids...in the streets” (At Risk Student), all seeming to be aware that Racine had a relatively higher drop-out rate than other Wisconsin communities.

The professionals dealing with the issue – high school counselors, program leaders, police, Gateway faculty – shared perceptions of certain numbers of dropouts. They all believed the rate was higher than reported by the school district.

Business leaders experienced the problem in terms of the numbers of unprepared workers showing up in their programs or applying for their jobs.

CONTEXT OF THE PROBLEM

Perspectives also differed on the factors that set the context for this problem.

Many of the adults focused on the issues of funding for public education.

The counselors took the reluctance of the community to provide more funding as a sign of lack of commitment to education. They thought this involved a judgment about the Racine school system itself.

Program leaders also talked about the lack of public support for school funding.

Many groups talked about reductions or limitations in funding for related efforts – programs at Gateway, community centers, etc.

Business leaders expressed concern that the funds that are available are not being used wisely, especially focusing on unfunded state or federal mandates for Learning Disabled programming.

Parents and police focused on the changing landscape of new rules and regulations about school attendance and truancy.

CAUSES OF THE PROBLEM

The respondents had much to say about the causes of youth dropping out of school.

Reasons given are of three broad categories:

- 1) problems with individuals -- either youth or teachers,
- 2) problems with schools,
- 3) problems with systems – either dysfunctioning families or the larger socioeconomic system in which this drama is played out.

While they perceived that these sources of problems overlapped, for example poverty caused families to malfunction and schools influenced youth behavior, these three sources of the problem were discussed in somewhat distinct terms. It may well be a mixture of both systemic social economic issues and individual level issues or failings

The most common reason given for dropping out, mentioned by nearly all of the groups of respondents, was that kids found school to be boring.

Many of the counselors believed this boredom arose from deficiencies within the students themselves (poor work ethic, low skill levels, low motivation).

Students and parents were more likely to believe that students were not engaged in school because of poor teaching and ineffective programming.

Program leaders were also more likely to blame systemic issues – poverty, problems with the school district – than individual students themselves.

Students were especially likely to talk about mistreatment at the hands of teachers.

Parents talked at length about the violence and relational aggression experienced by their children at school as reasons for many students dropping out.

The police stressed the crime that happened near the schools, that truant students would sometimes engage in, as causal factors as well as results of truancy.

Business leaders were also more likely to blame individual-level issues, such as poor student motivation, although they stressed the issue of family malfunctioning and problems with the school system as key culprits.

The prisoners stressed that there were individual level failings or issues.

In fact, all groups talked about individual level failings of students and families, along with systemic issues. The difference was in the emphasis given to these various factors.

Most of these groups also saw the transitions from elementary to middle school and then from middle school to high school as places where those who eventually dropped out would “get lost.”

MOTIVATIONS FOR GETTING AN EDUCATION

Most of these groups felt strongly that as many students as possible should finish high school and get some post-secondary education.

Most felt a college degree was the most desirable goal.

Some, however, felt that college wasn't for everyone – the business leaders and prisoners were the clearest proponents of the view that college may not be for everyone.

The counselors described their efforts to communicate the life-style consequences of the earning power that accompanies each level of educational attainment. Students would often begin believing a \$10 an hour job would be sufficient to meet their needs, but end up understanding this may not be the case.

The students seemed to have absorbed these lessons, and most said they hoped to go to college because of the earning power that would give them.

Some of these students had definite plans, some saying they planned to go to Parkside or somewhere in Texas (where they had family), etc.

Students mentioned a variety of individuals who had encouraged them, parents, older brothers and sisters, teachers, friends, people at their churches.

Some students offered other reasons for going to college – having an interesting life, understanding what’s going on around them – and one student said he wanted to graduate from high school to “Make my Momma happy.”

WHAT PROGRAMS WORK

Focus group participants suggested that the key to a successful program is when it helps students feel connected to each other and/or to a teacher or leader.

Students want to feel like they belong to something and are part of a community, and that appears to happen in smaller classes and in groups that are interactive and meaningful.

Successful programs encourage students to connect not only at school, but also at home, in church, and with out of school mentors.

Some say that the most noteworthy program is at home -- what parents do is critically important.

Another key ingredient of programs that work are that they are not isolated, rather, they are interconnected with a students’ other services and family.

From the employers’ perspective, programs that work make a direct connection between educational attainment and finding a job.

According to some of the employers and counselors, it’s important to demonstrate how continuing in school is directly related to finding a job.

For the police, the programs that work are the ones that are strict with clear repercussions for disobedience.

Others commented that programs are successful only when the motivation comes from within the students themselves.

In the end, focus group participants said, remembering to involve the parents will lead to the most success.

Specific programs mentioned that work:

- PSG’s Case High Truancy Program
- School within A School (was cut)
- Freshmen mentoring programs
- Diversity Circles
- The Bray Community Center
- church communities
- the MACK Center
- court mandated truancy programs
- ACT 39 at Gateway
- the Lighted School House
- Summer School
- work or volunteer experience for credit
- the Just Say No Club

- Girl Scouts
- Programs That Give Incentives (like Teen Moms)
- the FAST Program through Focus
- CHIPS
- smaller schools like Walden
- 4-H programs
- apprenticeship programs
- Healthy Empowered Responsible Teen (HERT) Program
- The Even Star Program (closed)
- the Racine Literacy Council

PROGRAMS THAT DON'T WORK

Programs that don't work are the ones that continue to isolate students and don't help them feel connected to school.

Counselors and at-risk teens do not believe that the traditional truancy programs are effective. They say that the truancy programs don't scare the kids straight nor do they help the students connect with peers or mentors.

Parents of at risk students suggest that some programs and schools don't work because they do not have strict enough punishments.

All seem to agree that the consequences of skipping school or not attending a program need to be meaningful.

Counselors point out that many of the remedial programs don't work because students have already fallen too far behind or lack the motivation necessary to make progress.

Programs also have difficulty succeeding when they serve a transient population and there is no real way to maintain continuity over time.

At-risk students point out that they face a hard time taking advantage of programs when there is peer pressure to drop out.

Others said say that some programs are doomed to fail simply because the participants are not motivated to succeed.

BARRIERS TO HELPING

The school counselors pointed out that there are several barriers to helping students be successful in school. Part of the issue is that not all students learn in the same way, yet public schooling by and large requires students to sit in class and learn through traditional means.

The counselors also lament that they do not have any systematic access to the students. Rather, the counseling support interrupts the student's day.

Another difficulty for the students is that they don't have a role model or even an adult to encourage their learning process. Counselors cite a culture where education isn't valued and where there may be a belief in getting a diploma, but no conception of the work that it takes to achieve that end.

Counselors acknowledge that the barriers to helping students are complicated. Between lack of adult support, an overly rigid school system, and a lack of parenting skills and resources, the students face a difficult battle.

To break the cycle of failure, counselors say service and program providers must figure out a way to build nurturing relationships with the students, and provide skill-building opportunities for the parents.

The police suggest that the main barrier is not having schools that back up police actions and not having a public that is fully aware of the situation:

WHAT PROGRAMS ARE NEEDED

In considering what programs are needed to address educational attainment issues, the focus group participants talked both about the characteristics of successful programs and about specific ideas to pursue.

Participants emphasized that there needs to be collaboration between programs and school, and there needs to be communication to everyone about what programs exist.

Prevention was also a big theme, as participants stressed it's important to get to children early (especially before the ninth grade) and help them see the possibilities created when they stay in school and the potential pitfalls that can lead to dropping out.

There was also much said about the importance of looking at the problem of educational attainment as a systems issue, and being sure to support the parents of the children as much as the children themselves.

While participants brainstormed about what programs could work, they also spent considerable time discussing the importance of changing schools, improving teachers' performance, and providing alternative types of schooling.

There was also a nod to having greater discipline in the schools and at home.

The police concurred that there should be more discipline and more sanctions for misbehaviors.

Appendix F

Exploring Educational Attainment in Racine, Wisconsin List of Potential Funders

The following list of funders was generated in two primary ways. First, a search was conducted using the Foundation Center's online database. This search was focused on finding foundations with significant assets (generally those that give more than \$1 million on an annual basis) that have demonstrated support for programs designed to improve educational attainment and decrease dropout rates. Second, a search was conducted to identify sources of funding for existing educational attainment programs in Wisconsin. Also included below are potential resources in government and a sampling of other funders identified by the National Dropout Prevention Center.

This list is provided in order to guide future resource development efforts. Further investigation is needed to determine whether these agencies/foundations are in fact a potential source of support for efforts to improve educational attainment in Racine County.

National Foundations

Otto Bremer Foundation

445 Minnesota St., Ste. 2250
St. Paul, MN 55101-2107
Telephone: (651) 227-8036
E-mail: obf@ottobremer.org
<http://www.ottobremer.org>

Excerpt/Note: "In accordance with the principles set forth by Otto Bremer in his trust agreement, the mission of the Otto Bremer Foundation is to assist people in achieving full economic, civic and social participation in and for the betterment of their communities. Beneficiaries must reside in the states of Minnesota, Wisconsin, North Dakota or Montana, with preference given to those in regions served by Bremer banks."

Bill & Melinda Gates Foundation

(formerly William H. Gates Foundation)
P.O. Box 23350
Seattle, WA 98102
Telephone: (206) 709-3100
E-mail: info@gatesfoundation.org
<http://www.gatesfoundation.org>

Excerpt/Note: "Through its partnerships in communities across the nation, the Bill & Melinda Gates Foundation is committed to raising the high school graduation rate and helping all students—regardless of race or family income—graduate as strong citizens ready for college and work."

Charles Stewart Mott Foundation

Mott Foundation Bldg., 503 S. Saginaw St., Ste. 1200
Flint, MI 48502-1851
<http://www.mott.org>

Excerpt/Note: The mission of the Pathways Out of Poverty program is to identify, test and help sustain pathways out of poverty for low-income people and communities. This mission summarizes our goal of seeing people move along a road to self-sufficiency. It is based on our vision for the nation's educational, economic and social systems to be just and effective so that access to meaningful opportunity is shared fairly, giving all children, adults, families and communities a chance to live free of poverty.

Carnegie Corporation of New York

437 Madison Ave.
New York, NY 10022
Telephone: (212) 371-3200
<http://www.carnegie.org>

Excerpt/Note: "Andrew Carnegie's charge that the Corporation dedicate itself to the 'advancement and diffusion of knowledge and understanding' has led it, over nearly 100 years of work, to support efforts to improve teaching and learning. Our history resonates throughout the current work in education, which is focused on three major areas: 1) advancing literacy, 2) urban school reform, and 3) teacher education reform. A theme that unites these subprograms is ensuring that all students gain access to an education of the highest quality that will prepare them for success in today's knowledge-based economy."

See 2004 report, High School Students at Risk: The Challenge of Drop Outs and Pushouts, located online at http://www.carnegie.org/pdf/challenge_dropouts.pdf.

MetLife Foundation

(formerly Metropolitan Life Foundation)
27-01 Queens Plz. N.
Long Island City, NY 11101
Telephone: (212) 578-6272
<http://www.metlife.org>

Excerpt/Note: "MetLife and MetLife Foundation underscore our longstanding commitment to strengthening the quality of education by supporting activities and programs that improve the education system, include the classroom teacher in the process, involve parents in their children's education and provide all children, especially those who have been traditionally underserved and disadvantaged, with the resources and opportunities they need to succeed."

The Annenberg Foundation

Radnor Financial Ctr., Ste. A-200
150 N. Radnor-Chester Rd.
Radnor, PA 19087
Telephone: (610) 341-9066
<http://www.annenbergfoundation.org>

Excerpt/Note: "The foundation exists to advance public well-being through improved communication. As a principal means of achieving this goal, the foundation encourages the development of more effective ways to share ideas and knowledge. The foundation concentrates on four objectives: 1) Expanding educational opportunities; 2) Bolstering arts and cultural and institutions; 3) Fostering good citizenship and strengthening civic life; and 4) Supporting medical centers and continuing medical education."

Annie E. Casey Foundation

701 St. Paul St.

Baltimore, MD 21202

Telephone: (410) 547-6600

<http://www.aecf.org>

Excerpt/Note: "In general, the grant making of the Annie E. Casey Foundation is limited to initiatives that have significant potential to demonstrate innovative policy, service delivery, and community supports for children and families. Most grantees have been invited by the Foundation to participate in these projects. The Foundation does not make grants to individuals, nor does it provide grants for capital projects, medical research, direct services (with the exception of Baltimore City) or work outside the United States."

The Atlantic Philanthropies (USA) Inc.

125 Park Ave., 21st Fl.

New York, NY 10017-5581

Telephone: (212) 916-7300

<http://www.atlanticphilanthropies.org>

Excerpt/Note: "Believing that all children deserve the opportunity to lead fulfilling lives, regardless of economic circumstances, we seek to make lasting improvements in the lives of disadvantaged children and youth. We are committed to giving them access to the educational and health resources and support of caring adults that can change their life trajectory. We focus on disadvantaged children and youth in Bermuda, Northern Ireland, the Republic of Ireland and the United States."

The Edna McConnell Clark Foundation

415 Madison Ave., 10th Fl.

New York, NY 10017

Telephone: (212) 551-9100

<http://www.emcf.org>

Excerpt/Note: At present, the Foundation has invested in the growth plans of the youth development organizations listed on its website. All are implementing business plans designed to strengthen and expand their operations, ultimately enabling them to better serve more young people with high quality programs that are demonstrating results for the kids they serve.

The Ford Foundation

320 E. 43rd St.

New York, NY 10017

Telephone: (212) 573-5000

<http://www.fordfound.org>

Excerpt/Note: "Ford's trustees and staff try to advance human welfare by making grants to develop new ideas or strengthen key organizations that address poverty and injustice, and also promote democratic values, international cooperation and human achievement. Within these broad aims, we focus our grants on fields within Asset Building & Community Development, Peace & Social Justice and Knowledge, Creativity & Freedom. We believe that if we scatter our funds over too many types of work, we will not be able to help the number and variety of people necessary to create lasting change in any one area. Working in these selected fields also enables us to link grantees in one

part of the world with those working elsewhere for their mutual benefit, knowledge and inspiration. Since each overseas office of the foundation does not have enough money to make grants in all fields, staff and trustees select from the 12 fields, guided by national and community leaders' sense of funding needs and opportunities for innovation."

Lumina Foundation for Education, Inc.

P.O. Box 1806
Indianapolis, Indiana 46206-1806
Telephone: (317) 951-5300
<http://www.luminafoundation.org>

Excerpt/Note: Lumina Foundation supports the following types of endeavors, working diligently to ensure that all funded projects promote access, attainment and adult learning: a) Research to expand knowledge and improve practices that affect students' access and success in postsecondary education; b) Innovative programs, guided by research, that present practical approaches to access and attainment among underserved students and adult learners; c) Activities that enhance the impact of Lumina Foundation-funded research and programs, such as leadership development, communication, evaluation and public policy analysis.

The Rockefeller Foundation

420 5th Ave.
New York, NY 10018-2702
Telephone: (212) 869-8500
<http://www.rockfound.org>

Excerpt/Note: Financing Equitable Education: We support research and public engagement to improve the way public education is financed and administered to ensure that poor, urban children are provided the same basic education as more advantaged children.

W. K. Kellogg Foundation

1 Michigan Ave. E.
Battle Creek, MI 49017-4058
Telephone: (269) 968-1611
<http://www.wkcf.org>

Excerpt/Note: Youth and Education Program: Using a holistic, child-centered approach, Youth and Education programs address the preschool through college continuum – ages 0 to 24. The overall goal is to support healthy infant, child, and youth development by mobilizing, strengthening, and aligning systems that affect children's learning. The strategies are: 1) mobilize youth, families, and communities to inform policies that affect learning and achievement for vulnerable children and youth; and 2) forge partnerships between education institutions and communities to promote learning, academic performance, and workforce preparation among vulnerable young people.

Cudahy (Patrick & Anna M.) Fund

Address: 1609 Sherman, Ste. 207
Evanston, IL 60201

Phone: (847) 866-0760
Internet: www.cudahyfund.org

Excerpt/Note: Supports social service, youth and education; some giving for the arts and also local and national programs concerned with public interest and environmental issues. Grants also for international programs, but only to those represented by a U.S. based organization.

Wisconsin Foundations

Bader (Helen) Foundation

Address: 233 N. Water St.
4th Floor
Milwaukee, WI 53202
Phone: (414) 224-6464
Internet: www.hbf.org

Harley-Davidson Foundation, Inc.

Address: P. O. Box 653
Milwaukee, WI 53201
Phone: (414) 343-4001
Internet: www.harley-davidson.com/CO/FOU/en/foundation.asp?bmlocale=en_US

Racine Community Foundation, Inc.

Address: 245 Main St., Garden Level
Racine, WI 53403
Phone: (262) 632-8474
E-mail Address: racinecf@execpc.com
www.racinecf.org

SC Johnson Fund, Inc.

Address: 1525 Howe St.
Racine, WI 53403
Phone: (262) 260-2119
E-mail Address: skduty@scj.com
Internet: www.scjohnson.com

Wisconsin Energy Corp. Foundation

Address: Foundation Administrator
231 W. Michigan Street
Room P423
Milwaukee, WI 53203
Phone: (414) 221-2107
E-mail Address: patti.mcnew@we-energies.com
Internet: www.wec-foundation.com

Government Agencies

The following government agencies (or subdivisions) would be worth exploring for funding opportunities.

U.S. Department of Education

- Office of Educational Research and Improvement
- Office of Elementary and Secondary Education
- Office of Innovation and Improvement
- Office of Safe and Drug-Free Schools
- Office of Special Education and Rehabilitative Services
- Office of Special Education Programs
- Office of Vocational and Adult Education

U.S. Department of Justice

- Office of Juvenile Justice and Delinquency Prevention

National Institutes of Health

- National Institute of Child Health and Human Development

U.S. Department of Labor

Other Funding Sources

The following list of funding sources was adapted from the National Dropout Prevention Center. The entire list can be found at www.dropoutprevention.org.

[A.L. Mailman Family Foundation](#). Funds early care, healthy development of children, moral responsibility of children, etc.

[BellSouth Foundation](#). Funds programs for developing educators for leadership and encouraging community involvement in education improvement.

[Coca-Cola Foundation](#). Funds programs that raise standards in classroom teaching and learning.

[Coming Up Taller Awards](#). Annually recognizes and rewards excellence in community arts and humanities programs for under served children and youth.

[Corning Inc. Foundation](#). Develops and administers projects in support of educational, cultural, and community organizations

[Dollar General Stores](#). Grants up to \$20,000. Funding for literacy and youth development. Click on community initiatives.

[The eSchool News School Funding Center](#) has up-to-the minute grant programs, funding sources, and technology funding.

[Major League Baseball](#) (MLB). Scroll to the bottom of the page and choose a team from "jump to official club site." Then click on Community Outreach.

[Metropolitan \(MetLife\)](#). Funds health, education, civic affairs, and cultural programs. Click on corporate citizenship.

[Tiger Woods Foundation](#). Funds parenting, youth development, children and family health and welfare

[UPS Foundation](#). Funds academic research, human welfare, educational programs, etc.

[William and Flora Hewlett Foundation](#). Funds education, performing arts, population, environment, conflict resolution, family, and community development.

Other Resources

North Central Regional Resource Center (NCRRC)

Institute on Community Integration

University of Minnesota

5 Pattee Hall

150 Pillsbury Drive, SE

Minneapolis, MN 55455

Phone: 612.624.9722

FAX: 612.624.9344

TTY: 800.627.3529

E-mail: ncrrc@umn.edu

<http://www.northcentral-rrc.org>

Appendix G

Ten Key Experts in Educational Attainment

John M. Bridgeland
CEO

info@civicenterprises.net
<http://www.civicenterprises.net/aboutus.php#president>

Civic Enterprises, LLC

1828 L. Street, NW
Eleventh Floor
Washington, DC 20036-5109

(202) 467-8816

John M. Bridgeland is a policy analyst and the first author of "The Silent Epidemic." He is a national spokesperson regarding the problem of low rates of high school completion and how to turn that around.

Sandra L. Christenson
Professor

chris002@umn.edu

<http://education.umn.edu/EdPsych/Faculty/Christenson.html>
School Psychology Program

University of Minnesota

345 Elliott Hall
75 East River Road
Minneapolis, MN 55455-0208

(612) 624-4156

Professor Christenson led the team to develop the "Check and Connect" program. She is an expert on how to motivate high school students, including students with disabilities.

James Earl Davis
Associate Professor
College of Education

james.earl.davis@temple.edu
http://www.temple.edu/education/faculty/davis_j.html

Temple University

244 Ritter Hall
1301 Cecil B. Moore Avenue
Philadelphia, PA 19122

(215) 204-6167

Professor Davis is an expert in the educational needs of African American males. He

studies high school students, especially gender roles, cultural sensitivity, and barriers to achievement.

John Q. Easton

Executive Director

jqeaston@consortium-chicago.org

<http://www.consortium-chicago.org/aboutus/bios/jqeaston.html>

Consortium on Chicago School Research

University of Chicago

(773) 702-3364

1313 East 60th St.
Chicago, IL 60637

Dr. Easton is an expert on system-critical approaches to educational achievement and reform. He has a long-standing research and policy relationship with the Chicago Public Schools.

Clifford M. Johnson

Executive Director

cjohnson@nlc.org

<http://www.nlc.org/iyef/>

Institute for Youth, Education, and Families

National League of Cities

(202) 626-3000

1301 Pennsylvania Avenue NW Suite 550
Washington, DC 20004

Clifford Johnson is an advocate and analyst of the role of education in keeping our communities healthy. He sees educational reform holistically as a part of the intersection of cities, neighborhoods, and families.

Valerie E. Lee

Professor

velee@umich.edu

<http://sitemaker.soe.umich.edu/soe/faculty&mode=single&recordID=50856&nextMode=list>

School of Education

University of Michigan

734 647 2456

4220A SEB
610 East University Ave.
Ann Arbor, MI 48109-1259

Professor Lee is a leader in the study of educational equity and academic achievement. She is was one of the first to study the complex dynamics which produce high student dropout rates, and her research is still active, innovative, and influential.

Gary Orfield

Professor

http://www.gse.harvard.edu/faculty_research/profiles/profile.s

gary_orfield@gse.harvard.edu

html?vperson_id=324

Graduate School of Education

Harvard UniversityGutman 442
Appian Way
Cambridge, MA 02138

(617) 496-4824

Gary Orfield is a professor of education and social policy. His central interest is the relationship between equal opportunity and success in American society. His 2004 book "Dropouts in America" outlines the major issues, barriers, and solutions.

Jay Smink

Executive Director

National Dropout Prevention Center/Network

Clemson University209 Martin Street
Clemson, SC 29631-1555

sjay@clemson.edu

<http://www.dropoutprevention.org/about/people/staff.htm>

(864) 656-2599

The National Dropout Prevention Center Network plays a leadership role in assisting organizations and communities in designing, managing, and evaluating their dropout prevention efforts. Professor Smink is in frequent demand to lead workshops for school administrators and teachers on effective strategies for improving high school graduation.

Christopher B. Swanson

Director

Education Week Research Center

Editorial Projects in Education, Inc.6935 Arlington Road
Suite 100
Bethesda, MD 20814-5233

cswanson@epe.org

<http://www.edweek.org/info/about/research.html>

(301) 280-3103

Christopher B. Swanson has studied the challenges of measuring, understanding, and improving high school graduation rates. He is an expert in dropout rates, school accountability, and instructional reform. He recently moved to Education Week from the Urban Institute.

Mary Catherine Swanson

Founder

<http://www.avidonline.org/info/?ID=1023&tabID=0>

AVID: Advancement Via Individual Determination

5120 Shoreham Place
Suite 120
San Diego, CA 92122

(858) 623-2843

Mary Catherine Swanson is a former high school English teacher who developed the AVID program, a program which has been shown to be effective in increasing the educational achievement of students from low income and minority backgrounds. The program is now used across the country and around the world. Ms. Swanson has won a large number of awards for her many contributions to educational improvement.
